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ABSTRACT

A Texas study on prekindergarten and early childhood care that was developed for the Texas legislature in response to an amendment of the Texas Education Code is presented. Also presented are findings on: (1) the developmental appropriateness of prekindergarten programs, defined here as programs for eligible 4-year-olds; (2) the potential for using child care program sites as prekindergarten sites; and (3) the coordination of prekindergarten and government-funded early childhood care and education programs. It is noted that there is no statewide definition of developmental appropriateness from which indicators for program quality can be developed. Most licensed child care program sites meet the needs of prekindergarten facilities. Although there is some coordination of programs, there are inconsistencies in program goals, guidelines, and requirements. Legislative recommendations call for the development of a common definition of developmental appropriateness for prekindergarten programs; a coordinated self-study of early childhood care and education programs and services that will determine how they meet the common definition; and the establishment and funding of an early childhood clearinghouse at the Texas Education Agency. Appended are statistics on prekindergarten programs; telephone survey information; a summary of state and federal regulations; a transcript of pending legislation; and information on essential elements for a prekindergarten. Contains 13 references. (LB)

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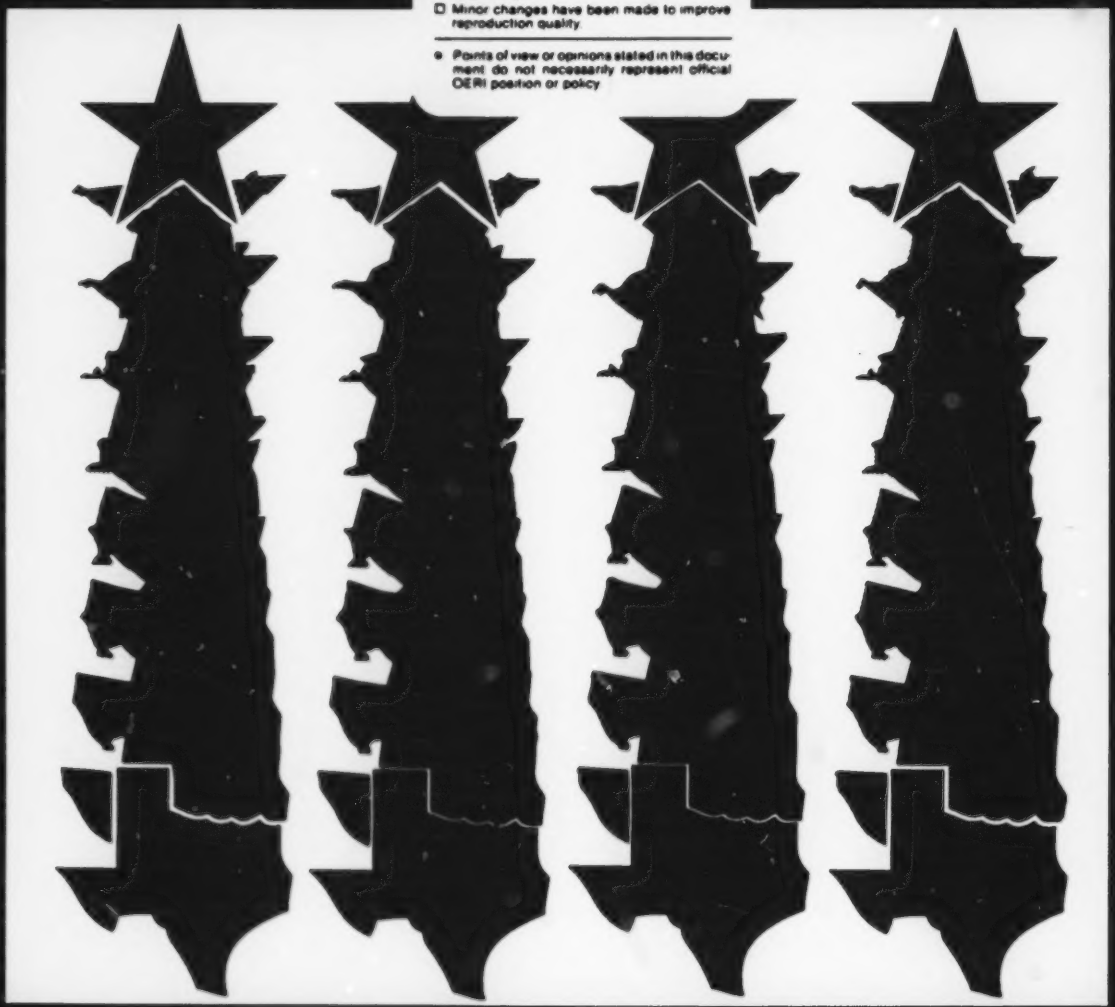

LEGISLATIVE RECOMMENDATIONS: PREKINDERGARTEN AND EARLY CHILDHOOD CARE

PRESENTED BY THE TEXAS EDUCATION AGENCY IN CONSULTATION WITH THE TEXAS DEPARTMENT OF HUMAN SERVICE

TEXAS EDUCATION AGENCY
AUSTIN, TEXAS

MARCH 1991

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March 1991

The Honorable Ann W. Richards, Governor of Texas
The Honorable Bob Bullock, Lieutenant Governor of Texas
The Honorable Gibson D. Lewis, Speaker of the House
Members of the 72nd Legislature:

The Texas Education Agency, in consultation with the Texas Department of Human Services, has conducted a study on prekindergarten and early childhood care. This report is in compliance with Senate Bill 1, Article III, 71st Legislature, Section 3.21, amending Texas Education Code, Section 16.003(c).

The State Board of Education hereby submits this report.

Respectfully submitted,

Carolyn Honea Crawford, Chairman
State Board of Education

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TABLE OF CONTENTS

Table of Contents.....vii

Executive Summary.....1

Introduction.....4

Section One
Developmental Appropriateness of
Prekindergarten Programs.....7

Section Two
Use of Existing Child Care Sites.....13

Section Three
Potential for Statewide Coordination
of Prekindergarten Programs.....17

Appendices:

A: Statistics on Prekindergarten Programs.....A-1

B: Persons Invited to Participate in
Telephone Interview and Summary
of Responses.....B-1

C: Summary of State and Federal Regulations
for Early Childhood Programs.....C-1

D: Senate Bill 1:
Section 16.003(c) and Section 3.21.....D-1

E: Prekindergarten Essential Elements.....E-1

F: References.....F-1

EXECUTIVE SUMMARY

In response to Section 3.21 of the 1990 Amendatory Act which amended Section 16.003(c) of the Texas Education Code, enacted by the 71st Texas Legislature, Sixth Called Session, the Interim Commissioner of Education, in consultation with the Commissioner of Human Services, submits this report to the 72nd Texas Legislature with recommendations addressing (1) the developmental appropriateness of prekindergarten programs [a], (2) the potential for using existing child care program sites as prekindergarten sites, and (3) the coordination of prekindergarten and government-funded early childhood care and education programs.

Staff from the Texas Education Agency, the Texas Department of Human Services, and other state and federal programs identified existing data sources and new information needed for the report. Sources used for the report were:

- information from a statewide evaluation of prekindergarten programs conducted by the Texas Education Agency in December 1990;
- statistics from the Public Education Information Management System concerning students served through prekindergarten programs (Tables Five and Seven of Appendix A);
- responses to personal interviews and telephone surveys (Appendix B);
- program descriptions from state and federal regulations (Appendix C);
- review of descriptive literature on the historical development of state and federal programs for this age group and studies on the impact of programs; and
- reports of national professional organizations and ad hoc committees on developmental appropriateness of educational programs and existing systems for accrediting and monitoring quality programs.

Findings on the Developmental Appropriateness of Prekindergarten Programs

There is no statewide definition of developmental appropriateness from which indicators for program quality can be developed. According to a statewide survey conducted by the Texas Education Agency in December 1990, only 34% of school districts are conducting formal self-evaluations of prekindergarten programs. The areas most frequently included in parts of the evaluation process are curriculum goals, materials, student/teacher interactions and physical environment; these are among the components of developmentally appropriate program descriptors of professional organizations. At the present time, the Texas Education Agency monitors appropriateness of prekindergarten

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[a] For purposes of this report, prekindergarten refers to programs for eligible four-year-old children. References to programs for three-year-olds were included for information.

programs in accordance with the essential elements for that grade level (see Appendix E). The Texas Education Agency essential elements are the primary source for curriculum development in 81% of school districts.

Findings on the Potential for Using Existing Child Care Program Sites as Prekindergarten Sites

The potential for using existing licensed child care program sites for prekindergarten programs requires a determination of available facilities. Most facilities licensed by the Texas Department of Human Services meet the needs for facilities for prekindergarten programs. A statewide definition of developmentally appropriate practices will impact criteria used to describe the adequacy of sites for prekindergarten programs. Preliminary data from the statewide evaluation of prekindergarten programs showed that of the districts that responded, 97% do not provide 8 or more hours of adult-supervised extended care for prekindergarten students before/after the prekindergarten programs.

Findings Related to Coordination of Prekindergarten and Government-Funded Early Childhood Care and Education Programs

Some coordination is taking place similar to the three models presented in the report (see Appendix B, Page B-3) entitled, Child Care and Educational Services for Four-Year-Old Texas Children: Guidelines for Coordination, which was made to the 71st Texas Legislature in March 1989. However, there are inconsistencies in program goals, guidelines, and requirements that impede coordination. Respondents to the state survey reported that 35% conduct coordinated screening/referrals, 8% plan with other agencies, 11% share teachers, and 12% have cooperative transportation arrangements.

Legislative Recommendations

Recommendation 1

The Texas Legislature should require the Commissioner of the Texas Education Agency, the Commissioner of the Texas Department of Human Services, the Director of the Governor's Head Start Collaboration Project, and the Director of the Early Childhood Intervention Council to agree, subsequent to receiving input from the public, to a common definition of developmental appropriateness focusing on age appropriateness, individual appropriateness, and appropriateness within the context of the child's culture, primary language or dialect, and family by September 1991.

Recommendation 2

The Texas Legislature should require the Commissioner of the Texas Education Agency, the Commissioner of the Texas Department of Human Services, the Director of the Governor's Head Start Collaboration Project, and the Director of the Early Childhood Intervention Council to conduct a coordinated self study of early childhood child care and education programs and services provided by their agencies for the purposes of comparing such programs and services with the agreed to common definition of developmental appropriateness, identifying components of the programs and services at variance with the agreed to common definition of developmental appropriateness, and developing strategies designed to render the programs and

definition of developmental appropriateness congruent. These efforts should be complementary, not duplicative, and not competitive. The self study should be completed by September 1992. The Texas Education Agency should be the lead agency in convening a two year task force composed of designated representatives by the participating agencies who will build on prior efforts and progress and shall produce and file a report with the 73rd Texas Legislature no later than February 1993 regarding the extent to which programs and services provided by participating agencies are compatible with the agreed to common definition of developmental appropriateness. The report will also include strategies designed to render these programs and services congruent with the agreed to common definition of developmental appropriateness.

Recommendation 3

The Texas Legislature should establish and provide funding in the order of magnitude of $250,000 for the biennium for an early childhood clearinghouse[b] at the Texas Education Agency to provide information on current research and development, model early childhood sites, instructional and coordination strategies, and needs of children from this age group. The clearinghouse would also collect and disseminate training materials for administrators, program planners, and instructional staff. The purposes of the training materials would include promoting the recognition of the need for effective coordinated services with different goals for different parts of the day, recognition that different program goals meet different needs of students, and recognition of the need to align complementary functions to serve the whole child. Further, the clearinghouse would collect and disseminate materials on continued education and advancement of early childhood professionals, reduction of impediments to collaboration, and coordination of funds to reduce child/staff ratios. Finally, the clearinghouse would identify and disseminate information on models of joint use of program sites and staff, developmentally appropriate programs; and, cost effectiveness.

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[b] In addition, the Texas Employment Commission operates the state's Child Care Resource Clearinghouse which is a computer database of statewide child care and referral services. This information is accessed by Texas Employment Commission offices for job applicants with young children who need information on child care, health and human services, and family support. A sister project could focus on developmentally appropriate educational services, staff training, design and use of learning centers, and sites equipped for delivery of educational services.

INTRODUCTION

In response to Section 3.21 of the 1990 Amendatory Act, which amended section 16.003(c) of the Texas Education Code, enacted by the 71st Texas Legislature, this report to the 72nd Texas Legislature is submitted by the Interim Commissioner of Education, in consultation with the Commissioner for the Texas Department of Human Services, to provide background information and recommendations on:

1. coordinated monitoring of the developmental appropriateness of prekindergarten programs;

2. the potential to use existing child care program sites as prekindergarten sites; and

3. the potential for statewide coordination of prekindergarten programs with other government-funded early childhood care and education programs.

The full text for Section 3.21 of the 1990 Amendatory Act and 16.003(c) of the Texas Education Code may be found in Appendix D.

As Texas Education Agency staff investigated early childhood programs in Texas, several issues surfaced repeatedly. The three sections of this report are related and may be better understood within the context of these societal concerns.

A report from the Office of Educational Research and Improvement of the United States Department of Education (1989) states that landmark reports from Congressional committees, state legislators, the Council of Chief State School Officers, professional organizations and parents on the education of four-year-olds mark a turning point in public thinking. The contents of these reports vary, but consensus is found on four key issues:

1) State and local education agencies should increase the delivery of prekindergarten education. From 1980 to 1986 the number of children five years old and younger increased by 10.9% (Beach, 1987).

2) Federal, state, private, and community education agencies should collaborate to extend resources and enhance continuity. Twenty-five percent of today's four- and five-year-olds live in poverty (Children's Defense Fund, 1987).

3) Only high quality programs can achieve the expected benefits. Benefits are best perceived in contrast to the dollar and human costs for not providing quality programs (Willer, 1991).

4) Parent involvement and education should be an integral part of all prekindergarten programs. Their involvement ensures cultural relevance and underscores the need for responsible child care during the working day of parents.

Most providers of child care and educational programs tend to support goal-oriented developmentally appropriate curriculum. A definition that is acceptable to providers of child care and educational services is a primary requirement for proceeding to curriculum development, staff training, program evaluation, and other aspects of accountability for coordinated programs from different funding sources. The lack of such a definition hampered monitoring efforts of prekindergarten programs in Texas for developmental appropriateness. This report describes existing monitoring efforts with existing standards and provides critical components for a synthesized definition that includes the professional opinions of researchers, organized groups, and classroom personnel. This information was gathered from a statewide evaluation, a telephone survey, position statements of professional organizations and discussions on developmental appropriateness by related task forces and groups who met during the latter part of 1990 and the beginning of 1991.

The need for interagency coordination has come to be widely acceptable, and the need to coordinate the use of sites is important for a number of reasons. The use of existing sites is clearly more economical than the building of new sites to serve this expanding population. Coordination of services in a single site further cuts transportation costs. Facilities need to meet minimum standards for the programs from various funding sources and as these were reviewed, it became apparent that, by meeting several sets of standards, the conditions for children could be improved with minimum costs.

The 1990-91 publication from the National Association for the Education of Young Children by Barbara Willer compares full cost of production for providing high quality experiences for children, including cash expenditures, in-kind donations, and the foregone income of staff who are paid less than their market value. Program costs for Head Start and other nonprofit providers seem to double in comparison to those of for-profit centers.

"Latchkey children," young children who go home from school to empty homes, have become a growing concern. These children may also be nutritionally deficient, a condition known to impair cognitive functions, lack medical attention, and may be subject to other forms of neglect. A legislative report entitled "Latchkey Children in Texas" describes needs of children from this age-group that go beyond the need for preparation for academic development in later years. The prekindergarten programs in Texas public schools do not provide support services. However, coordination of childcare and educational services from several government-funding sources could achieve the delivery of services from various agencies in order to come closer to meeting the total needs of the child.

The State Board of Education is studying issues related to promotion and retention of three-, four-, and five-year olds. An informal committee of selected professionals was called to study and advise the Texas Education Agency on alternative arrangements for developmentally appropriate mixed-aged early childhood programs. This group discussed critical curriculum characteristics, training needs, and program evaluation for accountability to parents and the public. Local school

districts provided time and costs for these professionals. The recommendations of this group have impacted decisions on State Board of Education rules for promotion/retention of children from this age group.

A working group made up of nine Texas Education Agency professionals involved with prekindergarten programs was called by the Office of Interagency Coordination on November of 1990 to examine various aspects of licensing of local district child care centers by the Texas Department of Human Services. Local school districts are currently exempt from licensing requirements of the Texas Department of Human Services. This situation conflicts with the current movement towards improved coordination of funding. Some agreement was reached about the need for school-based child care facilities to be licensed or eligible for licensing by Texas Department of Human Services and how particular problems might be resolved.

Another informal advisory group of 14 classroom teachers and university faculty met in late January 1991 to examine the essential elements for prekindergarten and kindergarten classrooms. Local districts contributed staff time and costs for this group to advise the Texas Education Agency and the State Board of Education on ways to revise currently approved essential elements for prekindergarten programs (see Appendix E) in order that these may be more developmentally appropriate. The possibility of grouping classroom activities into categories of: (1) attitudes and dispositions, (2) skills and processes, and (3) knowledge and understanding was investigated. These categories, developed by the British Columbia Ministry of Education in 1990, were discussed at the 1990 annual conference of the National Association for the Education of Young Children and are being considered for the essential elements update. The subject of chronological and individual developmental appropriateness was once more at the forefront. The importance of social-emotional development for culturally diverse student populations received attention from all participants. This group has been called to meet during the third week of February to continue discussions on updating the curriculum.

The next three sections provide in-depth information and findings for each of the legislative mandates in section 16.003(c) of the Texas Education Code.

SECTION ONE

Developmental Appropriateness of Prekindergarten Programs

The Commissioner of Education, in consultation with the Commissioner of Human Services, shall monitor and evaluate prekindergarten programs in the State of Texas as to their developmental appropriateness. [Texas Education Code Section 16.003(c)]

The Texas Education Agency administers several state and federal prekindergarten programs. (Enrollment figures by age, ethnicity, and program may be found in Table Seven of Appendix A.) In 1984, the 68th Texas Legislature authorized prekindergarten classes for four-year-olds who, in accordance with Texas Education Code Section 21.136, are: (1) unable to speak and comprehend the English language, or (2) from a family whose income, according to State Board of Education standards, is at or below subsistence level.[c] For the 1990-91 school year, 71,245 four-year-old students are being served by the Agency's prekindergarten program (see Table Five of Appendix A).

In 1989, the 71st Texas Legislature amended legislation through Senate Bill 417 to provide for the development of pilot prekindergarten programs for three-year-old children. State pilot programs for three-year-olds were funded in Arlington, Brazosport, Brownsville, Clint, Dallas, Ector County, Edgewood, Hubbard, and Socorro Independent School Districts. Approximately 495 students are being served through these home-based and school-based pilot programs. The Texas Education Agency requires these programs to coordinate with programs administered by the Texas Department of Human Services, Head Start, other local preschool programs, or local service providers.

The Amendatory Acts of 1990 require that if the legislature specifically appropriates money for early childhood classes for children three-years of age, a district to which money is allocated may offer such a program for children who meet the same eligibility requirements as those established for four-year-olds. For the 1990-91 school year, approximately 13,336 three-year-olds are being served by programs administered by the Texas Education Agency (Table Five of Appendix A). This population includes the approximately 495 already mentioned three-year-olds enrolled in the state pilot prekindergarten programs, 12,336 three-year-old children with handicaps enrolled in the early childhood intervention component of the Special Education Program and 25 migrant three-year-olds currently receiving services as required by P.L. 100-297.

The ever-growing number of children as young as three and four in need of services calls for careful planning in the design and implementation of early childhood programs.

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[b] Publicly funded programs such as those implemented by Head Start and the Texas Department of Human Services also serve three- and four-year-olds and both also include children from families whose income is at or below subsistence level in their eligibility criteria. The Texas Department of Human Services estimates that 25% of Texas children are at risk of abuse and neglect.

Prekindergarten programs and services must reflect developmentally appropriate practices for this age group instead of being patterned after traditional programs for more mature students in the middle and upper grades. Developmental appropriateness must encompass psychomotor, social/emotional, and linguistic as well as cognitive components.

Defining developmentally appropriate practice and establishing criteria and indicators of program quality across agencies is a critical first step for planning, designing, implementing, and evaluating effective early childhood programs for the young children of Texas.

The Texas Education Agency, in response to the mandates outlined in section 16.003(c) of the Texas Education Code consulted literature from the Texas Employment Commission, the Texas Department of Human Services, the regional Head Start Bureau and other providers of child care and educational services in Texas. This was done through telephone interviews, and personal contacts. The objective was to synthesize a wholistic view of developmental appropriateness that includes not only cognitive development, the traditional concern of Texas public schools, but also other needs of children in this impressionable age group. A child left at school at 7:00 in the morning and picked up past 6:00 in the evening by working parents needs not only activities to promote readiness for basic academic skills, but also food, medical services, exercise, opportunities for social development, and communication skills development.

Respondents to the state evaluation of prekindergarten programs showed that the Texas Education Agency essential elements are being used as the principal source for curriculum development by 81% of these districts. The National Association for the Education of Young Children guidelines for developmentally appropriate programs were the second most frequently used source for developing programs.

The National Association for the Education of Young Children definition of developmentally appropriate practice in early childhood programs as stated in Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8 has become an important point of reference. This definition, presented below, reflects the profession's first consensus of a definition of national scope on developmentally appropriate practice.

> "The concept of developmental appropriateness has two dimensions: age appropriateness and individual appropriateness.
>
> 1. **Age appropriateness**. Human development research indicates that there are universal, predictable sequences of growth and change that occur in children during the first nine years of life. These predictable changes occur in all domains of development--physical, emotional, social, and cognitive. Knowledge of typical development of children within the age span served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences.
>
> 2. **Individual appropriateness**. Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style and family background. Both the curriculum and adults' interactions with children should be

responsive to individual differences. Learning in young children is the result of interaction between the child's thoughts and experiences with materials, ideas and people. These experiences should match the child's developing abilities, while also challenging the child's interest and understanding.

Teachers can use child development knowledge to identify the range of appropriate behaviors, activities, and materials for a specific age group. This knowledge is used in conjunction with understanding about individual children's growth patterns, strengths, interests, and experiences to design the most appropriate learning environment. The content of the curriculum is determined and influenced by many factors such as tradition, the subject matter of the disciplines, social or cultural values, and parent desires. However, in order for content and teaching strategies to be accurately described as developmentally appropriate, they must be both age appropriate and individually appropriate.

Children's play is a primary vehicle for and indicator of their mental growth. Play enables children to progress along the developmental sequence from the sensorimotor intelligence of infancy to preoperational thought in the preschool years to the concrete operational thinking exhibited by primary children (Fein, 1979; Fromberg, 1986; Piaget, 1952; Sponseller, 1982). In addition to its role in cognitive development, play also serves important functions in children's physical, emotional, and social development (Herron & Sutton-Smith, 1974). Therefore, child-initiated, child-directed, teacher-supported play is an essential component of developmentally appropriate practice (Fein & Rivkin, 1986)."

Subcommittees of the National Association for the Education of Young Children are working to expand and refine this definition in response to research and development efforts in all parts of the country. Current definitions include components for curriculum goals, teaching strategies, guidance of social-emotional development, language development and literacy, cognitive development, physical development, aesthetic development, motivation, parent-teacher relations, assessment of children, program entry, teacher qualifications, and staffing.

Based on the results of an extensive literature review that included longitudinal studies conducted by the United States Department of Education, the New York Department of Education, and private investigators, and consultation with early childhood organizations and practitioners, an expanded version of the National Association for the Education of Young Children definition was developed for this report. This definition is responsive to the characteristics of the student population being served in Texas as influenced by the standards of eligibility established by the legislature and State Board of Education for prekindergarten programs. According to these criteria, the majority of children receiving prekindergarten services in Texas live in poverty, speak a language other than English, and come from ethnic minority backgrounds. Data gathered by the Texas Education Agency Public Information Management System show that for the school year 1989-90, 82.4 percent of children enrolled in prekindergarten classes were of ethnic

minority backgrounds. Of these, 58,676, or 82 percent, also qualified based on economic criteria (see Table Five of Appendix A).

Cognizant of the diverse background of Texas prekindergarten children and the poverty conditions of their families, the National Association for the Education of Young Children definition of developmentally appropriate practices, for this report, has been expanded by adding a third dimension:

3. **Appropriateness within the context of the child's culture, primary language or dialect, and family.** Language acquisition research shows that young children begin to speak in the language or dialect used by the mother and others in the home. This language or dialect represents the vehicle for communicating basic physical and emotional needs. This language is intimately related to cognitive development and ought not to be interrupted in its development. This home language or dialect is important to the integrity of the family and the identity of the child. Academic language taught in school builds upon this but should not replace it.

The Texas Education Agency conducted a statewide evaluation of prekindergarten programs which provides information on field definitions, practices, and developmental appropriateness of programs. Approximately one third (34%) of the school districts that responded reported conducting formal evaluations of the prekindergarten programs from 408 out of 486 districts operating prekindergarten programs for the 1990-91 school year. Of the school districts that are conducting a formal evaluation of the prekindergarten program, the following areas are most frequently included as part of the evaluation process: curriculum goals, materials, student/teacher interactions, and physical environment.

Criteria for Quality Early Childhood Education Programs

Preschool programs such as Head Start, Texas Department of Human Services child care programs and Texas Education Agency prekindergarten programs provide care and educational services to young children in Texas. In the midst of their diversity, these early childhood providers share a common goal to provide the best quality care and education so that all children may develop to their fullest potential.

Agency staff reviewed the Texas Department of Human Services Minimum Standards for Day Care Centers, child development associate certification requirements, National Association for the Education of Young Children Accreditation Criteria and Procedures, and kindergarten and prekindergarten certification requirements to obtain information on characteristics that address program quality.

These criteria, requirements, and procedures can become composites of a global set of standards of excellence for new and existing programs. In spite of the variances of scope and expectations, there are many areas of commonality and agreement. These have potential for forming a nucleus of observable characteristics for program supervisors.

A synthesis of criteria and requirements across agencies has identified conditions which exist in quality programs. A developmentally appropriate program should:

- serve the whole child's (social-emotional, physical and cognitive) developmental needs within the context of the family and community;
- use practices that respect and recognize individual differences, choices, and the individual child's development;
- make parents an integral part of the program and incorporate the family and home culture into activities;
- validate the worth of each child's family and thus promote healthy self-concepts;
- validate and build upon the culture and strengths of the child and family;
- understand the values of specific cultures, the goals for socialization, beliefs about the nature of the child, and child rearing techniques;
- avoid segregation of children according to family income;
- use, whenever possible, staff and volunteers who speak the children's home language and reflect their cultural backgrounds;
- provide ongoing staff training on the emotional, intellectual, and physical development of children;
- provide activities and experiences that build on each child's strengths; and
- provide consistent access to services.

Table One: Staff-Child Ratios Within Group Size[d]

	Group Size									
Age of Children*	6	8	10	12	14	16	18	20	22	24
Infants (birth-12 mos.)	1:3	1:4								
Toddlers (12-24 mos.)	1:3	1:4	1:5	1:4						
Two-year-olds (24-36 mos.)		1:4	1:5	1:6**						
Two- and three-year-olds			1:5	1:6	1:7**					
Three-year-olds					1:7	1:8	1:9	1:10**		
Four-year-olds						1:8	1:9	1:10**		
Four- and five-year olds						1:8	1:9	1:10**		
Five-year-olds						1:8	1:9	1:10		
Six- to eight-year-olds (school-age)								1:10	1:11	1:12

*Multi-age grouping is both permissible and desirable. When no infants are included, the staff-child ratio and group size requirements shall be based on the age of the majority of the children in the group. When infants are included, ratios and group size for infants must be maintained.

**Smaller group sizes and lower staff-child ratios are optional. Larger group sizes and higher staff-child ratios are acceptable only in cases where staff are highly qualified.

[d] Sue Bredeker, ed. National Association for the Education of Young Children, "Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth to Age 8", 1987.

An important determinant of quality in a developmentally appropriate program is staffing. Staff should reflect the ethnic, linguistic, and cultural background of the children (see Table Eight of Appendix A). In addition, research appearing in publications of the National Association for the Education of Young Children strongly suggests that smaller group sizes and appropriate numbers of staff are related to positive outcomes for children. The National Association for the Education of Young Children accreditation system suggests that both optimum group size and staff-child ratios are better determined on the basis of number and ages of children enrolled. The Association does not recommend teacher-child ratios greater than 1:12 for any age group up to age eight (see Table One.)

Acceptable group sizes and staff-child ratios to be applied statewide and across agencies need to be determined in relation to other criteria, particularly the amount and kind of training staff have received, the quality of the interactions among staff and children, and the implementation of the curriculum.

SECTION TWO

Use of Existing Child Care Sites

For the purpose of providing cost-effective care for children during the full work day with developmentally appropriate curriculum, the Commissioners shall investigate the use of existing child care program sites as prekindergarten sites. [Texas Education Code Section 16.003(c)]

Three issues surround the use of existing child care program sites as prekindergarten sites: 1) the extent to which existing child care sites are also being used for prekindergarten programs, 2) the appropriateness of these sites for children of this age, and 3) the developmental appropriateness of programs.

The extent to which existing child care program sites are being used as prekindergarten sites to provide care for children during the full work day

A statewide study of prekindergarten conducted by the Texas Education Agency in December 1990 included responses from 408 of the 486 districts operating prekindergarten programs in Texas. Two questions in response to Texas Education Code 16.003 (c) addressing the use of existing child care program sites for prekindergarten to provide care for children during the full work day were posed. These questions and a summary of responses follow:

What arrangements for full-day child care exist?

- Extended day care is not currently a component of the prekindergarten program. Of the 398 school districts that reported, 97% do not provide eight or more hours of adult-supervised extended care for prekindergarten students before/after the prekindergarten program.

- Coordination for full-day care with other agencies is also not widely occurring. Arrangements with another agency(s) for adult-supervised extended care for prekindergarten students before/after the prekindergarten program were reported to have been made by only 8% of the school districts.

- The majority of districts reported that lack of full-day child care is not the primary reason children, who are eligible for prekindergarten, do not participate in the prekindergarten program.

What is the potential for coordinating program sites with other agencies?

- Non-school districts agency(s)/organizations identified by school districts that could potentially provide sites for prekindergarten programs included local churches, local day care facilities, Head Start programs, and civic organizations.

Appropriateness of Sites

The Texas Education Agency early childhood staff recommend that an appropriate classroom for four-year-old children be spacious enough to provide for large-group games and activities, as well as extensive experiences in learning

centers, and be flexible enough to provide maximum physical and verbal interaction between children and others. Consideration should be given to the availability of water, restrooms, and the proximity to an outdoor exit. Furnishings, room arrangements, and schedules that encourage the use of a learning center concept to create a classroom in which children move easily from one area to another are also considered essential. These characteristics are reviewed during accreditation monitoring visits as indicators of appropriateness of sites.

The Texas Department of Human Services Minimum Standards for Day Care Centers include standards governing buildings, grounds, and equipment; fire, sanitation, and safety; food service and nutrition; and requirements for transportation which are considered to be the absolute minimum standards for facilities serving young children. Most Head Start programs must meet the Texas Department of Human Services minimum standards.

The National Association for the Education of Young Children, through its accrediting division, the National Academy of Early Childhood Programs, also requires space arrangements that allow children to work individually, or together in small or large groups. Space arrangements are expected to facilitate a variety of activities such as block building, sand/water play, woodworking, sociodramatic play, art, music, science, math, manipulatives, and quiet book reading. The Academy also requires that age-appropriate materials and equipment of sufficient quantity, variety, and durability be readily accessible to children and arranged on low, open shelves to promote independent use by children.

Texas Department of Human Services standards for day care sites are considered by early childhood practitioners to be more appropriate for three- and four-year-old children than the standards applicable for primary school-age children because they exceed and are more comprehensive than the Texas Education Agency standards which are currently followed for prekindergarten programs in schools. Considerations for health, safety, and the learning environment for young children set the Texas Department of Human Services minimum standards. The requirements for public school facilities have always been targeted to older children, whose needs for protection and movement are not as great as those of young children in prekindergarten programs. Since prekindergarten has only recently been added to the public school program, facilities in public schools are not yet up to the standards required by the Texas Department of Human Services for child care, and a center licensed by the Texas Department of Human Services would be an acceptable facility for prekindergarten children if located in an area convenient to families and the community. In many cases, Texas Department of Human Services licensed facilities are superior in safety and size to those the public schools are providing. However, many professionals feel that these are the bare minimum and that the National Association for the Education of Young Children criteria represent the comprehensive ideal for prekindergarten programs.

Working parents of children enrolled in prekindergarten programs are in need of cost-effective care during the full work day and many of them seek such care through the Texas Employment Commission and the Texas Department of Human Services. Cooperative projects which coordinate prekindergarten programs with existing child care programs will required close examination of the requirements of the programs.

Developmental Appropriateness of Programs

Some of the characteristics which comprise the developmental appropriateness of programs include the child-staff ratio, the maximum class size and the qualifications of staff. Table Two compares the requirements of the Texas Education Agency, Texas Department of Human Services, Head Start and the National Association for the Education of Young Children for those characteristics. Each program also has additional requirements which further define developmental appropriateness.

TABLE TWO: **Program Regulations Prekindergarten, Head Start, Texas Department of Human Services Child Care and National Association for the Education of Young Children Accredited Programs**

	Child-Staff Ratio	Maximum Class Size	Qualifications of Staff
Prekindergarten	1-22	22	Certified for Prekindergarten by the Texas Education Agency.
Head Start	1-10	20 with two paid staff and one volunteer	None mandated by Head Start. Dependent on local requirements and type of grantee. Plans are for requiring a staff member with at least a Child Development Associate Certificate in every classroom by 1994.
Texas Department of Human Services Child Care	1-18 with 11 or more 4 year-olds	35 if child-staff ratio maintained	Head teachers must be 18 years old and have at least General Educational Development credential. Must meet Texas Department of Human Services minimum standards.
NAEYC Accredited Programs	Maximum of 1-10 with highly-qualified staff	20	Child Development Associate Certificate is the minimum to independently implement program activities and be responsible for the care and education of a group of children.

The Texas Department of Human Services requires that a center provide activities for each group according to the children's age, interests, and abilities and which are appropriate for each child's health, safety, and well-being. Activities must be flexible and promote each child's physical, emotional, social, and mental growth. The site must serve for alternating active and quiet activities, individual and group activities, and outdoor time each day that weather permits.

Head Start education services objectives require a learning environment that permits varied experiences to help children develop socially, intellectually, physically, and emotionally in a manner appropriate to their age and stage of development toward the overall goal of developing social competence.

The Texas Education Agency curriculum for prekindergarten has goals to provide developmentally appropriate educational intervention, intensive language development for four-year-olds, and provide the essential elements in the domains of communication, cognition, motor, fine arts, and social-emotional development. These essential elements are currently being revised. Learning center approaches are encouraged for individual and small and large group activities.

The National Association for the Education of Young Children curriculum goal encourages children to be actively involved in the learning process, to experience a variety of developmentally appropriate activities, and to pursue their own interests in the context of life in the community and the world through the use of a balanced schedule with appropriate equipment and materials.

If sites are shared by two or more programs, teacher qualifications and student eligibility requirements will also need to be coordinated. A telephone survey conducted by the Division of Special Programs Planning and Implementation of the Texas Education Agency in response to the mandate of Section 16.003 (c) of the Texas Education Code during December 1990 and January 1991 investigated the potential for sharing program sites (Appendix B pages B-4 through B-8). Most respondents indicated that there are existing child care sites in their area that could be used for coordinated projects. When asked what kinds of assistance were needed to coordinate existing program sites participants indicated that the following support would be needed to implement coordinated programs at existing child care sites:

- adequate funding for space;
- sufficient qualified staff;
- technical assistance in developing quality programs which meet regulations; and
- coordination at the state policy-making level.

Concerning the best site for coordinated projects, some respondents indicated that this depends upon the needs of the community; others thought the school was the best site; and still others thought community sites were better. Alternative sites suggested included store fronts in shopping centers, places of employment, churches, and vacant office buildings.

The potential for using existing child care program sites depends upon the size of the rooms as related to required teacher-pupil ratios, the minimally acceptable safety characteristics of the site, the availability of adjoining grounds for outside activities, and utilities available for establishing learning centers and providing restrooms. The program regulations of the Texas Education Agency, Texas Department of Human Services, Head Start and other service providers must be brought into alignment for coordinated projects which utilize a common site.

SECTION THREE

Potential for Statewide Coordination of Prekindergarten Programs

The Commissioner of Education, in consultation with the Commissioner of Human Services, shall evaluate the potential for coordination on a statewide basis of prekindergarten programs with government-funded early childhood care and education programs such as child care administered under Chapter 44 of the Human Resources Code and federal Head Start programs. This evaluation shall utilize recommendations contained in the report to the 71st Legislature required by Chapter 717, Acts of the 70th Legislature, Regular Session, 1987. [Texas Education Code Section 16.003(c)]

The Texas Education Agency, Texas Department of Human Services, and the federal Head Start Bureau have demonstrated interagency coordination of early childhood education programs. In the March 1989 report to the 71st Texas Legislature, Child Care and Education Services for Four-Year-Old Children: Guidelines for Coordination, these agencies outlined detailed guidelines and models for coordinating early childhood education and child care for four-year-old children.

In the gathering of information for this report, the Texas Education Agency, through a telephone interview survey consulted with representatives of day care and early childhood agencies, including the Texas Department of Human Services, Texas Employment Commission, and the regional Head Start Bureau in Dallas to determine interest, knowledge, and recommendations on coordinating government-funded child care and prekindergarten programs. Agency staff also consulted with non-government representatives of day care and early childhood organizations, including the United Way of Texas Child Care Working Group, Southwest Educational Development Laboratory, and Association for Retarded Citizens/Texas to determine interest, knowledge, and recommendations on early childhood education coordination. These agencies were contacted, as necessary, to obtain background information on their programs rules and regulations. Many comments were made concerning barriers to coordination of government-funded early childhood care programs and prekindergarten. Many were mentioned repeatedly by different persons. These have been summarized in Table Three (see page 18) with some proposed solutions. Many of these solutions revolve around coordinated and expanded training for early childhood professionals.

In the past decade a rising number of non-governmental agencies and organizations in the public and private sectors have also shown interest in coordination initiatives in early childhood education and child care. For example, the Ford Foundation, the Committee for Economic Development, and Children's Defense Fund have recently investigated business- and community-led initiatives that coordinate child care, health and human services, family support, and early childhood education. Preliminary data from districts that responded to the statewide evaluation of prekindergarten programs show that cooperative arrangements in providing services to prekindergarten students exist with the following agencies: 28 percent with Head Start, 28 percent with the Texas Department of Health, 12 percent with other school districts, and 17 percent with other agencies.

Table Three: CONCLUSIONS FOR IMPROVED COORDINATION

Barriers & Coordination	Proposed Solutions
Differing program goals.	Provide training to program planners for effective coordinated services with different goals for different parts of the day.
Perceptions of appropriate practice and activities.	Provide training to promote staff recognition that different goals meet different needs of students.
Differential pay scales among early childhood professionals.	Develop a plan for continued education and advancement of early childhood professionals.
Different criteria for compliance and quality for on-site visits.	Adopt a comprehensive state definition of developmental appropriateness from which various agencies may chose components for focus according to laws and guidelines. Provide staff training to align complementary functions to serve the whole child.
Various licensing monitoring and standards.	Accept licensing accreditation standards of the Texas Department of Human Services by prekindergarten programs and incorporate these into public school accreditation standards.
Lack of cultural relevancy.	Incorporate linguistic and cultural relevancy into definition of developmental appropriateness and provide staff training on classroom strategies for their implementation.
Varying child and professional staff ratios.	Coordinate funds to implement excess cost models to reduce child/staff ratios.
Lack of continuity of care at one key site for a full day.	Coordinate sites utilization for full day services.

Districts specified the following as the types of cooperative activities with other agencies: 35 percent conduct coordinated screening/referral; eight percent plan with other agencies; 11 percent share teachers; and 12 percent have cooperative transportation arrangements.

Agency staff developed a telephone interview survey to investigate coordination models cited in the report to the 71st Texas Legislature. Responses indicate that these models can be implemented and, in fact, are, to some degree.

Examples of current efforts using the three models presented in that report illustrate the possibility for coordination in spite of differences in program regulations.

Model A describes the integration of a school district's prekindergarten program with a Head Start program grantee that is the lead agency.

A modification of this model is being implemented by Education Service Center, Region XIX in El Paso, the grantee for the El Paso County Head Start Program. This program provides educational and support services through coordination of funds and sites. Training for staff and parents is also coordinated with the nine local school districts.

Model B describes a program coordinated between a local school district and a Title XX agency. The lead agency in this case is the Title XX contractor.

Child Care, Incorporated, in Wichita Falls is a private center with some Title XX funding. The independent school district provides a certified teacher and teacher aide for three hours a day and furnishes some supplies.

Model C describes a program in which a school district is the lead agency and is also a Head Start grantee.

Region XVI Education Service Center in Amarillo is a Head Start grantee. It provides a Head Start home-based program for the half day that prekindergarten classes are not in session.

The Tyler Independent School District has a Head Start program housed at the schools which provides services from 8:00 to 3:00 on weekdays. This program provides services to 220 children.

There is a wealth of information being developed by dedicated individuals from many agencies. In order to avoid duplication of effort, these contributions need to be assembled in a central location and accessed as needed. A clearinghouse on materials relating to meaningful experiences for children would reduce time spent on research and free time for implementation.

APPENDIX A

STATISTICS ON PREKINDERGARTEN PROGRAMS

APPENDIX A
Student Data Tables[e]

Table Four: TOTAL PUBLIC SCHOOL MEMBERSHIP BY ETHNICITY, 1989-90 SCHOOL YEAR

Ethnicity	Membership	Percent
American Indian	5,722	.2%
Asian	63,821	1.9%
Black	488,034	14.6%
Hispanic	1,100,589	33.1%
White, non-Hisp.	1,670,215	50.2%
Total Membership	3,328,381	100.0%

The size and the ethnic distribution of the total membership is an important point of reference for other tables.

Table Five: EARLY EDUCATION AND PREKINDERGARTEN PUBLIC SCHOOL MEMBERSHIP BY ETHNICITY, (INCLUDING CHILDREN WITH HANDICAPS) UNDUPLICATED COUNTS, 1989-90 SCHOOL YEAR

Ethnicity	Early Education (three-year-olds)	%	Prekindergarten (four-yearolds)	%
American Indian	17	.1%	93	1.3%
Asian	136	1.0%	1,832	2.6%
Black	2,254	16.9%	14,960	20.9%
Hispanic	3,573	26.8%	41,983	58.9%
White, non-Hisp.	7,356	55.2%	12,377	17.4%
Total	13,336	100.0%	71,245	100.0%

The number of three-year-olds is small compared to the four-year-olds.

[e] The source of data is the 1989 Fall Survey of Pupils in Membership from the Texas Education Agency Public Information Education Management System database.

Table Six: FIRST GRADE MEMBERSHIP BY ETHNICITY, 1989-90 SCHOOL YEAR

Ethnicity	First Grade Membership	Percent
American Indian	540	.2%
Asian	5,059	1.7%
Black	43,370	14.5%
Hispanic	102,602	34.4%
White, non-Hisp.	146,780	49.2%
Total 1st grade (includes 22,739 special education)	298,351	100.0%

It would seem that over 200,000 four-year-olds are not being served, but in fact, the total membership for the first grade includes many students who were not eligible for prekindergarten the previous year.

Table Seven: NUMBER OF STUDENTS IN EARLY EDUCATION (AGE THREE) AND PREKINDERGARTEN (AGE FOUR) PROGRAMS 1989-90 SCHOOL YEAR, DUPLICATED COUNTS

Program	Early Education	Prekindergarten
Migrant	25	896
Neglected	5	9
Limited English Proficient	426	24,021
Economic	4,653	58,676
Chapter 1	491	15,457
Special Education	12,336	2,978
Bilingual	223	18,139
ESL	77	4,946
Legal Alien	4	170
Immigrant	27	1,615
Refugee	1	56

Not all students in early childhood programs were eligible based on the same criteria, although a high percentage came from poor homes. Some students from this table participated in more than one program so that totals from these columns do not agree with totals from Table Four.

Table Eight: NUMBER OF TEACHERS ASSIGNED TO PREKINDERGARTEN CLASSES BY ETHNICITY, 1989-90 SCHOOL YEAR [f]

Ethnicity	Number of Teachers Assigned to Prekinderten
American Indian	5
Asian	8
Black	209
Hispanic	692
White, non-Hisp.	1,282
Total	2,198

Some children with handicaps may be in these classes.

Teacher information is useful for coordinating multi-funded programs with different qualifications for staffing.

[f] The source of data is the 1989 Fall Survey of Pupils in Membership from the Texas Education Agency Public Information Education Management System database.

APPENDIX B

PERSONS INVITED TO PARTICIPATE IN TELEPHONE INTERVIEW AND SUMMARY OF RESPONSES

Persons Invited to Participate in a Telephone Interview

Diane Welch
Texas Agricultural Extension Service

Libby Doggett
Association of Retarded Citizens of Texas

Carol McDaniel
Texas Employment Commission
Child Care Clearinghouse

* Laverne Rodriguez
Extend-A-Care, Austin

* Sherry Workman
Texas Licensed Child Care Association

Deborah Glover
Resource Specialist
Corporate Child Development Fund

* Peggy Boice
Child Care Working Group
United Way of Texas

* Michaela Velazquez
Title VII Early Childhood Program

* Dr. Alicia Sosa
Intercultural Development Research Association

Rebecca Barrera
Executive Director
Corporate Child Development Fund

Yolanda Almendarez
Principal
San Marcos ISD

Dr. Nancy Barker, Director
Elementary Education
Carrollton-Farmers Branch ISD

* Dr. Janet K. Black, Chair
Elementary, Early Childhood and Reading Education
University of North Texas

* Dr. Timy Baranoff, Director
Elementary Curriculum
Austin ISD

Dr. Hope Erickson, Assistant Superintendent
Eanes ISD

* Dr. Sandra Lanier-Lerma
Assistant Superintendent
Elementary Education
Corpus Christi ISD

* Dr. Rosie Sorrells, Director
Early Childhood Education
Dallas ISD

Dr. Janice Heffer
Instructional Supervisor
Houston ISD

Ms. Melanie Uzzell
Instructional Supervisor
Houston ISD

Ms. Sharon Koonce, Principal
Houston ISD

Mrs. Juanita Lira, Director
Elementary Curriculum
United ISD

* Dr. Donald Goertz
Executive Director
Austin Montessori School

* Mrs. Kay Moberg, Coordinator
Early Childhood Education
Fort Worth ISD

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*Responded to Telephone Interview

* Dr. Betty Willis, Director
Elementary Education
Cypress-Fairbanks ISD

Ms. Patricia Smith, Coordinator
Elementary Language Arts
Cypress-Fairbanks ISD

Ms. Peggy Graham-Bimler
Director
White Bird Montessori School
Austin, Texas

Ms. Janice Hopkins
White Bird Montessori School
Austin, Texas

Cheryl Cunningham
Abilene ISD

* Bud Connally
Head Start Coordinator
Region XVI Education Service
Center
Amarillo, Texas

James Strickland
Child, Incorporated
Austin, Texas

* Wanda Smith
Dallas County Family Services,
Inc.

* Blanca Enriquez
Head Start Coordinator
Region XIX Education Service
Center
El Paso, Texas

* Ella Perry
Tyler ISD

* Margaret Carr
Elementary Principal
Fort Worth ISD

Mrs. Louise Smith
Elementary Principal
Dallas ISD

* David Williams, Ph.D.
Vice-President
Southwest Educational Development
Laboratory

* F. W. Taylor
Executive Director
Rolling Plains Management
Corporation
Crowell, Texas

* Margaret Stewart
Executive Director
Child Care, Incorporated
Wichita Falls, Texas

Madeline Mandell
Executive Director
Child Care Dallas

* Jenny Reese
Executive Director
Evangelia Settlement
Waco, Texas

* Ramonalene Hempel
Day Care Director
Hill Country Community Action
Association
San Saba, Texas

* Ms. Gloria McCullough
Director
Private Day Care Center
Austin, Texas

Questionnaire and Responses

The questions which follow refer to the Coordination Models found in Appendices A, B, and C, pages A-1 through C-5 of "Child Care and Educational Services for Four-year-Old Texas Children: Guidelines for Coordination," a report to the Texas Legislature, 1989. It is important to note that the models may be modified to meet the needs of particular communities.

Model A describes the integration of a school district's prekindergarten program with an existing Head Start program in which the Head Start grantee is the lead agency. The Head Start grantee currently offers a full working day program during the school year.

The model proposes that the school district provide two certified teachers (school district employees) who will implement the prekindergarten program on a full school day basis (8:30 a.m. to 3:00 p.m.). They will be helped by two Head Start teacher aides who have child development associate credentials. Head Start staff will also be assigned to the children during the early morning and late afternoon hours. Additional funding will be provided by a Head Start expansion grant and the school district to allow the full-working-day program to continue operation during the summer months.

Model B is a coordinated program between a local school district and a Title XX agency. The lead agency in this model is the Title XX contractor. The Title XX agency contracts with the school district to provide three hours per day of preschool education for 9.5 months in a program accredited by the National Association for the Education of Young Children. The program meets all Agency requirements for prekindergarten. The program operates a total of 11 hours per day, 11.5 months a year.

Grouping of children is determined by design of the program in the Title XX agency. Grouping may be multi-aged or single-aged. If multi-aged, children of ages three to five are grouped together. In either situation, the program more than meets the requirements for group size and staff/child ratio set by Texas Department of Human Services minimum licensing standards and by the agency.

If the group is multi-aged, funding from the prekindergarten program is based only on the number of three- and four-year-olds in the group who reside in the district. Funds provided by the school district are in proportion to the total cost of the full working day program for each child. The remainder of the funding is a combination of Title XX and other resources. All program staff are employees of the Title XX contractor. The local education agency (school district) subcontracts to provide educational services.

Model C is based upon a program in which a school district is the lead agency. The school district is also a Head Start grantee. The school district channels its prekindergarten funds into its part-day Head Start program.

The model has been developed to incorporate the Title XX day care program into the school district/Head Start program to provide before- and after-school care as well as full-day care during summer months. The simplest way to accomplish this coordination is to certify the program as a subcontractor under the existing Title XX broker contract in the city. Such certification requires negotiations among the Title XX contractor, the broker, and the school district. It is likely that local matching funds would be required.

Summary of Responses to Telephone Interviews [e]

(C)1. Do you know of coordinated projects being implemented in your area which are similar to any of the models described?

Most respondents were aware of coordinated projects being conducted in their area. Some of the respondents were themselves working with coordinated projects.

(C)2. If yes, please describe the project or projects.

The coordinated projects were similar to the three models described. Some of the projects used private or foundation funding.

(C)3. Does the coordinated project(s) provide for the child care and educational needs of three- and four-year old children with handicaps and their families?

Respondents who were aware of coordinated projects in which Head Start was involved knew that there were provisions for the care and educational needs of children with handicaps, since there is a requirement that 10% of Head Start funds must be used for those children. Respondents either did not know about the provision of services in other coordinated projects to children with handicaps, or knew that the coordinated project did not provide such services. In most of these cases, respondents were aware that services to children with handicaps were provided through the public schools or by other agencies.

(C)4. Do you believe a coordinated project similar to one of these models could be implemented in your area? Please elaborate.

All respondents believed coordinated projects could be implemented in their area.

(C)5. If yes, do you know of plans to implement any type of coordinated early childhood programs in your area?

Only three knew of plans to implement new coordinated projects in their area.

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[e] Letter before question number: (A)=developmental appropriateness, (C)=coordination, and (S)=sites

(C)6. If not, what would make it possible to implement a coordinated project?

The factors most often cited as necessary to implement coordinated projects were, in descending order:

- alignment of the goals and regulations of the various programs;
- willingness to cooperate at both the state and local levels;
- adequate space;
- sufficient qualified staff; and
- adequate funding.

(S)7. Are there existing child care sites in your area that could be used for coordinated projects similar to the models described?

Most respondents said there are existing child care sites in their area that could be used for coordinated projects. Four indicated that there were no sites available, and five indicated that they did not know if existing sites could be used.

(S)8. If yes, what kinds of assistance would be needed to implement a coordinated program at the existing child care site?

Respondents indicated, in descending order, the following support would be needed:

- adequate funding;
- sufficient qualified staff;
- technical assistance in developing quality programs which meet regulations; and
- coordination at the statewide policy-making level.

(S)9. In your opinion, where should such a site be located (school, community center, other)?

Of those who expressed an opinion, eight stated that it depends upon the needs of the community; seven thought the school is the best site; and seven thought a site located in the community is best. Other sites suggested were store fronts in shopping centers, places of employment, churches, and vacant office buildings.

(A)10. In your opinion, what is the most effective way to address the child care and educational needs of prekindergarten children and their families in your area?

Opinions expressed were, in descending order:

- Respondents view the Head Start program as appropriate for young children. Reasons mentioned were the inclusion of the family as the principal influence on the child's development, the requirement that parents participate in the program, and the support provided in the areas of medical, dental, and nutritional services.

- Many parents need center-based care for their children. However, a community needs assessment should be done to determine what the local needs are, so that a home-based program can be offered if parents indicate a need and willingness to participate. In all cases it is important to support the family structure and not develop programs which may contribute to the breakdown of the family.

- There are not enough qualified staff to meet the present need. As more programs are added, still more qualified staff will be needed.

- Programs must be developmentally appropriate and conducted in appropriate facilities. Programs must, at a minimum, meet Texas Department of Human Services standards for health, safety, and child-staff ratio. At present, school districts are not required to meet these minimum standards for early childhood programs.

- Children with handicaps should, whenever possible, be served in the regular early childhood program with adaptations to meet their specific needs.

- The needs of young children can better be met separate from older children. When programs are located on a school campus, young children should not be mixed with older children, and should not be expected to function as the older children do, such as eating in the cafeteria.

- Children should be provided continuity of care in the same place with the same caregivers all day. That is, they should not be moved from place to place, or have all new staff come in at different times of the day.

- Provisions should be made to train parents in parenting skills, and to train them for employment in the child care field.

- Business, parents, and the community need to be educated on the needs of young children and the need for child care.

- There must be full coordination of all funding sources.

(A)11. In your opinion, what are the factors that prevent meeting those child care and educational needs?

Factors most often mentioned were:

- lack of adequate funding to conduct quality programs;
- lack of appropriately trained staff;

- lack of coordination at the state level in regulations and responsibility;
- lack of appropriate space for projects; and
- lack of adequate transportation.

(A)12. Do you know what programs in your area address the child care and educational needs of three- and four-year-old children with handicaps and their families?

Most respondents were aware of programs in their area which address the child care and educational needs of three- and four-year-old children with handicaps. Five did not know, and one assumed there were some she was not aware of.

(A)13. If yes, please describe the program(s).

Early childhood intervention and other special education programs in the public schools, Head Start programs, Texas Department of Mental Health and Mental Retardation programs, as well as private and foundation funded programs were mentioned.

(A)14. Do you have other ideas about the potential for coordinating prekindergarten, Title XX care, and Head Start programs?

- Schools must take the lead in coordinating developmentally appropriate projects.
- Many prekindergarten programs as they are now conducted in the public schools are not developmentally appropriate. One participant called them "watered-down first grades."
- There must be cooperation among the three main providers of child care and educational programs for young children. One participant said we must legislatively mandate statewide coordination.
- Coordination is more difficult than implementing a program by yourself.
- Parents must be actively involved in all aspects of the program.
- There must be concerted effort to train staff.
- There must be community support for the coordinated project.

(S)15. Do you have other ideas about the use of existing child care program sites for prekindergarten programs?

- Adequate funding must be provided.
- There should be joint monitoring and accountability.
- There must be statewide coordination of all three programs.

- There is a need for good facilities; however, existing facilities should be used before new ones are built.

- Some requirements are too rigid. Some requirements force parents to work and disrupt the family structure.

- There must be continuity of care.

- Support should be given to coordinated programs now in existence.

APPENDIX C

SUMMARY OF STATE AND FEDERAL REGULATIONS FOR EARLY CHILDHOOD PROGRAMS

STATE AND FEDERAL REGULATIONS

The March 1989 report to the 71st Texas Legislature, Child Care and Education Services, provides an overview of selected regulations that affect early childhood program coordination efforts. Changes in regulations due to recent legislation may be found on the following pages. For a comprehensive understanding of these regulations, refer to the complete program descriptions available from each of the three agencies.

- **Texas Department of Human Services**
  Child Care Program
  Director of Child Care Policy
  P.O. Box 149030-MC E-311
  Austin, Texas 78714-9030

- **Prekindergarten Program**
  Director of Programs
  Prekindergarten and Kindergarten Education
  Division of General Education
  Texas Education Agency
  1701 North Congress Avenue
  Austin, Texas 78701

- **Head Start Program**
  Head Start Director
  Administration for Children, Youth and Families
  1200 Main Tower, Suite 1020
  Dallas, Texas 75202

PROGRAM REGULATIONS

PREKINDERGARTEN

Program Goals

. Provide developmentally appropriate educational intervention for eligible four-year-olds.

. A district's prekindergarten program shall be designed to develop skills necessary for success in the regular public school curriculum, including language, mathematical, and social skills.

Legal Base

. Texas Education Code 21.136
. House Bill 72, 1984

Administrative Agency

. Texas Education Agency

Funding Source

. Designated cost-sharing percentages for the state and local school districts established for this program in Chapter 16 of the Texas Education Code are maintained for the 1990-91 school year; however, beginning in 1991-92 the prekindergarten program becomes part of the Foundation School Program.

Funding Limitations

. Provisions of legislation and State Board of Education rules must be met. Once secured, funds are non-restrictive. Funds are channeled to local school districts, which may subcontract for services.

Eligibility Guidelines

. Must be four years old[f] by the beginning of the prekindergarten year (Sept. 1) and meet one or both of the following criteria:

- unable to speak and comprehend the English language; or
- from a family whose income is at or below subsistence level as evidenced by qualifying for free or reduced-price lunch.

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[f] In 1991-92 and thereafter, school districts may, on a voluntary basis, apply to the commissioner of education for state funding for prekindergarten classes for three-year-olds who meet eligibility requirements.

Parent Fees

. None required

Licensing Requirements

. None. However, the programs may be reviewed during accreditation monitoring visits.

. A monitoring plan is jointly being developed by the Texas Education Agency and the Texas Department of Human Services, in response to Senate Bill 1.

Staff Qualifications

. Prekindergarten teachers must be certified and endorsed to provide instruction in early childhood education commensurate with State Board of Education rules in 19 TAC §75.141(g) amended in October 1990.

Maximum Group Size

. Maximum enrollment is 22 per classroom, as specified in State Board of Education rule 19 TAC §75.141(g).

Staff-Child Ratio

. Maximum allowed is 22 students per teacher.

Minimum Program Hours

. Must be three hours per day, but some local school districts provide additional funds to extend this time.

Curriculum Requirements

. General guidelines for curriculum are provided in the state curriculum framework (Priority 86: A Guide for Prekindergarten Education).

. Essential elements are provided in the areas of communication, cognition, motor, fine arts, and social-emotional development.

. The essential elements are incorporated in the scope and sequence of the state-adopted learning systems and supplementary systems for prekindergarten.

- Local District curriculum guides should provide:

  - specific objectives keyed to the essential elements;
  - scope and sequence of skills;
  - appropriate teaching activities which include remediation; and
  - enrichment techniques;
  - appropriate assessment and evaluation procedures;
  - list of appropriate instructional materials, and resources;
  - samples of daily schedules; and
  - examples of lesson plans.

Bilingual Requirements

- If at least 20 limited English proficient students any one grade level in a district are from the same language group, bilingual education with an English as a second language component is provided. English as a second language is provided when fewer than 20 prekindergarten students from one language group are identified in one grade level in the district.

Reporting of Student Progress

- A report is provided every six weeks, using a checklist format, parent conference, home visit, or combination.

Parent Involvement

- Local school districts have the option to decide what types of parent involvement activities will be offered.

- Pilot programs are under way to address parent involvement issues.

- Long-range plans call for parents to become partners in the education of their children.

PROGRAM REGULATIONS

HEAD START

Program Goals

. Increase social competence in children of low-income families by providing a comprehensive developmental program which considers the interrelationship of cognitive and intellectual development, physical and mental health, and nutritional needs of the child.

Legal Base

. Human Services Reauthorization Act of 1990, P.L. 101-501.

Administrative Agency

. Administration for Children, Youth, and Families; Office of Human Development Services; United States Department of Health and Community Services, Washington, D.C.

Funding Source

. U.S. Department of Health and Human Services channels the funds to the Head Start grantees through its regional offices.

Funding Limitations

. Funds for increasing services or expanding the programs are dependent on annual Congressional appropriations. Grantees include community action agencies, school districts, and other public and private non-profit agencies.

Eligibility Guidelines

. Family income must be at or below federal poverty guidelines. Ten percent of enrollment must be reserved for children with handicapping conditions. Ten percent of enrollment may be used for children whose family income is above the federal poverty guidelines.

Parent Fees

. None required.

Licensing Requirements

. Must meet all state (Texas Department of Human Services minimum standards) and local child care licensing requirements.

Staff Qualifications

. None mandated by Head Start. Dependent on local requirements and type of grantee. Plans are for requiring a staff member with at least a child development associate certificate in every classroom by 1994.

Maximum Group Size

. Based on enrollment, staff/child ratio, and ages of children.

Staff/Child Ratio

. One to 10 with a maximum of 20 children in a classroom.

. Two paid staff and one volunteer with 20 in a classroom for four-year-olds.

Minimum Program Hours

. Depends on program option (based on local needs).

. A new requirement for minimum program hours is under development by the U.S. Department of Health and Human Services.

Curriculum Requirements

. Must meet Head Start performance standards, which address provisions for a supportive social and emotional climate, the development of intellectual skills, and the promotion of physical growth.

. Specifics of the curriculum plan are determined locally to meet needs of population served.

Bilingual Requirements

. Curriculum and resources reflective of the population served are provided. At least one teacher or aide assigned to the group must speak the language of the children when the majority speak a language other than English. If one or more children speak a different language than the others, one adult in the center must be able to communicate in that language.

Reporting of Student Progress

. Teaching staff must make at least two home visits during the program year.

Parent Involvement

. Must have effective parent participation to include:

- participation in decision making about the nature and operation of the program (usually through Parent Policy Council);
- participation in the classroom as paid employees, volunteers, or observers;
- activities for the parents which they help develop; and
- working with their children in cooperation with the staff of the center.

TEXAS DEPARTMENT OF HUMAN SERVICES

CHILD CARE SERVICES PROGRAM

FACT SHEET

1. Name of Program

Child Care Services

2. Legal Base

The following laws and regulations govern the administration of Texas Department of Human Services child care services:

- 42 USC 1397c; Title XX of the Social Security Act, as amended (Public Law 97-35, The Omnibus Budget Reconciliation Act of 1981.)
- Human Resources Code, §22.001(b) - authorizes the Department to administer the state's child day care program.
- Human Resources Code, Chapter 44 - provides for state administration of federally established day care programs.
- 42 USC, Chapter 7; Title IV-A of the Social Security Act, as amended (Public Law 100-485, Family Support Act of 1988) and 45 CFR, regulations for implementation of the Family Support Act.
- Title IV-A of the Social Security Act, as amended (Public Law 101-508, The Omnibus Budget Reconciliation Act of 1990.)
- Food Stamp Act of 1977, as amended (Public Law 100-435, Hunger Prevention Act of 1988.)
- The Child Care and Development Block Grant Act of 1990 (Public Law 101-508, The Omnibus Budget Reconciliation Act of 1990.)

3. Sources of Funding

Texas Department of Human Services child care services are funded through Titles IV and XX of the Social Security Act as amended, through Title IV of the Food Stamp Act as amended, and through general revenue funds appropriated by the Texas Legislature.

4. Description of Program

Child day care services provide care and supervision of children in a variety of settings including registered family homes, licensed centers and group homes, and in some cases, in settings which are exempt from licensing regulations. These facilities offer children

and mental functioning. Through these programs, children are involved in learning activities designed to help them develop good health habits, self-esteem, physical coordination, self-expression, social skills and the ability to communicate and relate to others.

The Department purchases care for children ages 0 through 12 years old. Services may be extended to older children who are physically or mentally incapable of caring for themselves. Child care services are provided to prevent abuse or neglect or to enable parents to participate in employment, training or job seeking activities.

Traditionally Texas Department of Human Services purchased care directly from public and private non-profit and proprietary centers and day homes through competitively procured contracts or short-term agreements. Beginning March 1, 1991, Texas Department of Human Services will purchase child care statewide through Child Care Management Services contracts. In most instances, eligible children will be enrolled with licensed registered providers who have signed vendor agreements with the Child Care Management Services contractor. Vendors will be reimbursed through the Child Care Management Services contractors for services provided. Clients eligible for Title IV-A or Food Stamp Employment and Training funded child care may choose to accept child care placement with a Child Care Management Services system vendor or to make other care arrangements outside the Child Care Management Services system.

Families receiving services pay a portion of the costs in fees based on family income, unless they are a protective services, Job Opportunities and Basic Skills, or Aid to Families with Dependent Children case.

Eligible families access child care through referral to a child care facility by the Child Care Management Services contractor.

5. Goals and Objectives of Program:

The purposes of the program:

- to prevent abuse and neglect of children;
- to enable low income parents (recipients of cash assistance and food stamps as well as other income-eligible families) to work or to receive training for employment;
- to support children's physical, social, emotional, and intellectual development;
- to provide child care case management services; and
- to provide child care resource and referral services to parents and providers of child care.

6. How Administered

Overall policy guidelines are developed in the Client Self-Support Branch. The program is regionally administered through Child Care Management Services contracts which are competitively procured or negotiated by Texas Department of Human Services contract managers and child development specialists.

7. Location

The service is available statewide, although not all funding sources are available in all counties.

APPENDIX D

SENATE BILL 1
SECTION 16.003(c) AND
SECTION 3.21

(b) A student to whom Subsection (a) of this section does not apply is entitled to the benefits of the Foundation School Program if the student is enrolled in a prekindergarten class under Section 21.136 of this code.

(c) The commissioner of education, in consultation with the Commissioner of Human Services, shall monitor and evaluate prekindergarten programs in the State of Texas as to their developmental appropriateness. Furthermore, the commissioner of education, in consultation with the Commissioner of Human Services, shall evaluate the potential for coordination on a statewide basis of prekindergarten programs with government-funded early childhood care and education programs such as child care administered under Chapter 44 of the Human Resources Code [1] and federal Head Start programs. This evaluation shall utilize recommendations contained in the report to the 71st Legislature required by Chapter 717, Acts of the 70th Legislature, Regular Session, 1987. For the purpose of providing cost-effective care for children during the full work day with developmentally appropriate curriculum, the commissioners shall investigate the use of existing child care program sites as prekindergarten sites.

(d) A child may be enrolled in the first grade if he is at least six years of age at the beginning of the scholastic year or has been enrolled in the first grade or has completed kindergarten in the public schools in another state prior to transferring to a Texas public school.

Amended by Acts 1975, 64th Leg., p. 877, ch. 334, § 1, eff. Sept. 1, 1975; Acts 1977, 65th Leg., p. 1435, ch. 580, § 1, eff. Aug. 29, 1977; Acts 1983, 68th Leg., p. 2431, ch. 432, § 1, eff. Sept. 1, 1983; Acts 1990, 71st Leg., 6th C.S., ch. 1, § 3.08, eff. Sept. 1, 1990.

[1] See V.T.C.A. Human Resources Code, § 44.031 note.

Section 2 of the 1983 amendatory act provided that it took effect beginning with the 1983–1984 school year which, under the provisions of § 21.001, began on September 1, 1983.

Sections 3.21 and 3.24(a) of the 1990 amendatory act provide:

"Sec. 3.21. The commissioner of education, in consultation with the Commissioner of Human Services, shall submit a report to the 72nd Legislature, with specific legislative recommendations on the developmental appropriateness of prekindergarten programs, the potential for using existing child care program sites as prekindergarten sites, and the coordination of those programs under Subsection (c), Section 16.003, Education Code, as added by this Act."

"Sec. 3.24. (a) Sections 3.08, 3.11, and 3.13 of this article apply beginning with the 1991–1992 school year. The prior law applies for the 1990–1991 school year and is continued in effect for that purpose."

The 1990 amendment inserted the subsection designators and inserted subsecs. (b) and (c).

§ 16.004. Scope of Program

Under the Foundation School Program, a school district may receive state financial aid for programs, services, facilities, and equipment, including personnel salaries, current operating expenses, categorical programs, and transportation services. The amount of state aid to each school district shall be based on the district's ability to support its public schools.

Amended by Acts 1975, 64th Leg., p. 877, ch. 334, § 1, eff. Sept. 1, 1975; Acts 1984, 68th Leg., 2nd C.S., ch. 28, art. II, § 1, eff. Sept. 1, 1984; Acts 1990, 71st Leg., 6th C.S., ch. 1, § 1.02, eff. Sept. 1, 1990.

§ 16.005. Administration of the Program

The commissioner of education, in accordance with the rules of the State Board of Education, shall take such action and require such reports consistent with the terms of this chapter as may be necessary to implement and administer the Foundation School Program.

Amended by Acts 1975, 64th Leg., p. 877, ch. 334, § 1, eff. Sept. 1, 1975; Acts 1984, 68th Leg., 2nd C.S., ch. 28, art. I, part C, § 14, eff. Sept. 1, 1984.

Article I, part C, § 25 of the 1984 amendatory act provides: "This part does not affect rules adopted under prior law by the commissioner of education, and those rules remain in effect until superseded by rules of the State Board of Education adopted in accordance with the law as amended by this part."

§ 16.006. Average Daily Attendance

(a) In this chapter, average daily attendance is determined by the daily attendance as averaged each month of the minimum school year as described under Section 16.052(a) of this code.

(b) For the school year 1990–1991 only, the number of students in average daily attendance under the definition described in Subsection (a) of this section shall not be less than 98 percent of the number of students that would be obtained under the definition used for the 1989–1990 school year.

(c) A school district that experiences a decline of two percent or more in average daily attendance as a result of the closing or reduction in personnel of a military base shall be funded on the basis of the actual average daily attendance of the immediately preceding school year.

Acts 1984, 68th Leg., 2nd C.S., ch. 28, art. II, § 2, eff. Sept. 1, 1984. Amended by Acts 1990, 71st Leg., 6th C.S., ch. 1, § 1.03, eff. Sept. 1, 1990.

APPENDIX E

PREKINDERGARTEN ESSENTIAL ELEMENTS

PREKINDERGARTEN

COMMUNICATION DEVELOPMENT

Listening (receptive language)
- Respond to simple directions, commands, and questions
- Recognize and compare familiar and unfamiliar environmental sounds including sounds of animals, motors, musical instruments, and nature
- Acquire the meaning of vocabulary words related to concepts being presented
- Listen to literary selections daily for personal enjoyment
- Become aware of various speech sounds and patterns through rhymes, poems, chants, and fingerplays
- Respond to storytelling or oral reading by telling what the story is about, recalling facts and details, and recalling the sequence of events
- Focus attention on a speaker without interruption
- Recognize voice tone as a way to express feeling

Speaking (expressive language)
- Participate in nonverbal communication through gesture, pantomime, and facial expression
- Use a variety of words to express feelings and ideas
- Talk about what is seen, heard, touched, tasted or smelled as objects, people, and events are experienced
- Engage in a conversation by sharing ideas with others
- Dictate ideas and feelings as they are recorded
- Retell a familiar story or nursery rhyme
- Speak clearly
- Present fingerplays
- Use oral language in a variety of situations

COGNITION DEVELOPMENT

Identifying
- Match objects in a one to one correspondence such as a cup to saucer, napkin to plate, etc. (mathematics)
- Orally identify the number of objects in a group (mathematics)
- Recognize the empty set (concept of zero) (mathematics)
- Discuss ways people can help each other (social studies)
- Know and practice rules of safety at home and school (social studies, science)
- Learn social skills appropriate to group behavior (social studies)
- Identify basic economic wants (food, clothing, shelter) of people (social studies)
- Discuss how and why people celebrate special events (birthdays, holidays, etc.) including those that are culturally related (social studies)
- Know and observe rules of the home, classroom, and school (social studies)
- Know terms related to directions and location (up/down, near/far, above/below, etc.) (social studies)
- Identify individuals who help students learn (family members, teachers, etc.) (social studies)
- Demonstrate awareness of self in terms of name, age, and gender (social studies)
- Discuss what families do together (play, work, etc.) (social studies)
- Use the senses to gain information about the environment using taste, smell, touch, sight, and sound (science)
- Describe phenomena in the environment (science)

Comparing and Contrasting
- Use vocabulary to designate quantities such as more than, less than, equal to, as many as, etc. (mathematics)
- Use vocabulary to designate relationships such as under, over, above, below, in front of, far away from, etc. (mathematics)
- Learn the vocabulary to compare sets or groups (same as, different than, alike, etc.) (mathematics)
- Demonstrate concepts of part and whole with manipulative materials (mathematics)
- Use vocabulary to compare objects (taller/shorter, heavier/lighter, etc.) (social studies, science, mathematics)
- Compare similarities and differences among objects using taste, smell, touch, sight, and sound (science)

Classifying
- Form groups by sorting and matching objects according to their attributes (mathematics)
- Combine and separate groups of objects to form new groups (mathematics)
- Identify property as his/hers, mine/ours (social studies)
- Classify acceptable/unacceptable behavior at home and school (social studies)
- Sort objects from the environment according to one or more characteristics (size, composition, location, etc.) (science)

Sequencing and ordering
- Repeat a simple pattern using objects (mathematics)
- Order two or three objects by size (length, height, etc.) (mathematics)
- Count orally (mathematics)
- Describe sequences in basic family and school routines (social studies)
- Sequence events in order of their occurrence (science)

Predicting cause/effect relationships
- Know and discuss the consequences of actions in social relationships (sharing, hitting, disturbing others, etc.) (social studies)

MOTOR DEVELOPMENT

Physical fitness development to improve the quality of life
- Participate in developmental activities related to muscular strength and endurance, flexibility, and cardiorespiratory endurance

Motor skills that develop positive body image and confidence
- Acquire fundamental movement skills
  - locomotor (walking, running, jumping, hopping, etc.)
  - nonlocomotor (bending and stretching, pushing and pulling, twisting and turning, etc.)
  - manipulative (working with bean bags, large balls, long ropes, etc.)
  - posture and body mechanics (standing, sitting, falling safely, etc.)
- Develop fine motor skills
  - practice self help skills (such as zipping, buttoning, lacing, buckling, snapping, and pouring liquids and solids such as sand and rice)
  - develop pincher control (working puzzles with large pieces, folding paper, screwing/unscrewing, working with clothespins, punching holes, and picking up small objects and placing in containers)
  - formulate patterns (using hand or tool in the air or sand, stringing beads)
- Develop perceptual awareness skills
  - body awareness (an awareness of name, location, and relationship of body parts)
  - spatial and directional awareness (an awareness of how much space the body occupies and where to move)
  - coordination (eye hand, eye foot, rhythm)
  - balance

Rhythmic activities that develop coordination, self expression, creativity, and endurance
- Participate in rhythmic activities
  - fundamental skills
  - creative rhythms
  - singing games

Skills related to games and sports
- Participate in skills common to games and sports (starting, stopping, dodging, throwing, kicking, catching, etc.)
- Participate in cooperative games
- Develop and practice behavior reflective of good sportsmanship and safety

Skills and activities related to sequential gymnastics
- Develop gross motor skills
- Develop preliminary gymnastics skills (creeping, crawling, rolling, and balancing)
- Develop the ability to use apparatus appropriate for prekindergarten

FINE ARTS

Art

Awareness and sensitivity to natural and man-made environments
- Discover line, color, shape, and texture by seeing and feeling objects

Inventive and imaginative expression through art materials and tools
- Experiment informally with a variety of simple media
- Express individual thoughts and feelings through picture making, puppetry, modeling, constructing, and printmaking

Understanding and appreciation of self and others through art culture and heritage
- Look at and talk about artworks including primary sources

Music

Singing concepts and skills
- create vocal sounds by imitating
- sing songs

Music listening
- Hear music for quiet listening
- Hear music that tells a story

Responses to music through moving and playing
- Move and dance
- Play simple rhythm and/or melody instruments

Theatre Arts

Expressive use of the body and voice
- Develop body awareness and spatial perception using rhythmic and creative movement
- Imitate sounds

Creative drama
- Dramatize limited action stories and poems using simple pantomime and puppetry

SOCIAL/EMOTIONAL DEVELOPMENT

Concepts and skills that foster individual personal health and safety
- Demonstrate self help skills by
  - being responsible for personal hygiene
  - managing dressing and undressing
  - eating appropriately and independently
  - learning about the parts of the body and what they do
  - recognizing routine healthy behaviors
  - expanding vocabulary to include health terms
  - recognizing common visible signs of general illness and wellness
- Develop a healthy self concept reflected by
  - accepting failure as well as successes by self
  - praising good work and success of others
  - willingness to try again after failure
  - taking pride in own work
  - willingness to try new things
  - accepting constructive criticism
  - respecting property of others
  - recognizing own uniqueness
  - reacting to change in a reasonable way
  - becoming aware of how others see him or her
  - expressing strong emotions safely
- Recognize danger of poisonous substance including drugs
- Recognize hazards in the environment and acquire knowledge and skills needed to avoid injury and to prevent accidents

Health-related concepts and skills that involve interactions between individuals
- Demonstrate adjustment to the school setting by
  - accepting school routine
  - recognizing that he or she is one of many
  - participating in leadership as well as follower roles
- Demonstrate self discipline by
  - demonstrating appropriate independent as well as group behavior
- Observe and follow home/school safety rules and procedures by
  - knowing what to do when lost
  - staying away from medication and poisons
  - knowing rules about crossing the street
  - knowing what to do when strange or familiar adults behave inappropriately (abuse)
- Develop concept of family by
  - recognizing that there are different types of families
  - recognizing that each person is part of a family
  - doing simple home chores

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APPENDIX F

REFERENCES

REFERENCES

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COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

TEXAS EDUCATION AGENCY
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160
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